DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 3

Test Date:	March 2007 (Reports Revised October 2007)
ID:	10121166
District:	Bar Harbor School Department
School:	Conners-Emerson School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

SUMMARY OF SCORES

Maine Educational Assessment (MEA) logo

Date:	March 2007
Grade:	3
District:	Bar Harbor School Department
School:	Conners-Emerson School

Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading			
2005–2006	350	350	345
2006–2007	**350**	**350**	**345**
Cum. Avg.*	350	350	345
Mathematics			
2005–2006	351	351	344
2006–2007	**357**	**357**	**347**
Cum. Avg.*	354	354	345

ELA – READING

	Exceeds			Meets			Partially Meets			Does Not Meet		
	School	District	State	School	District	State	School	District	State	School	District	State
%	6	6	2	85	85	63	10	10	27	0	0	7

MATHEMATICS

	Exceeds			Meets			Partially Meets			Does Not Meet		
	School	District	State	School	District	State	School	District	State	School	District	State
%	40	40	14	48	48	51	10	10	27	2	2	9
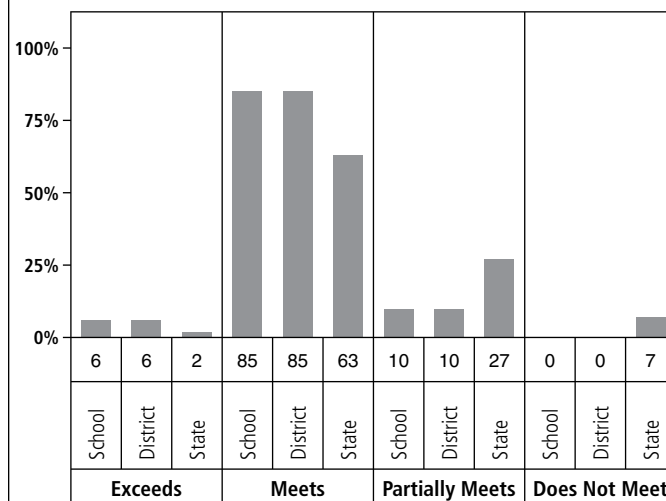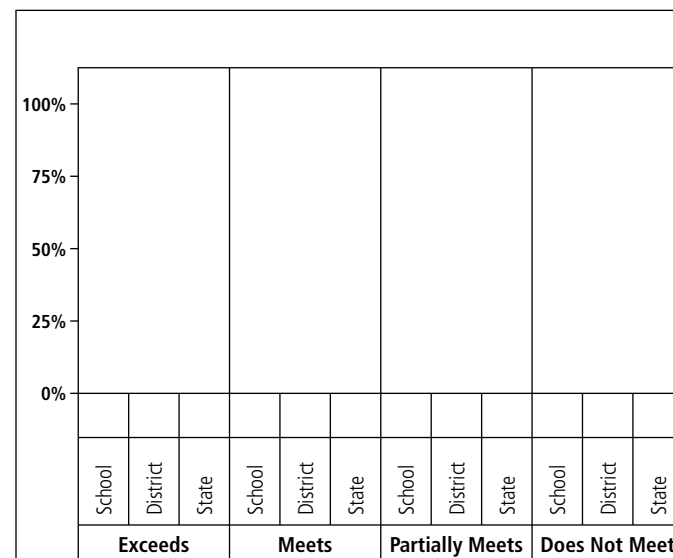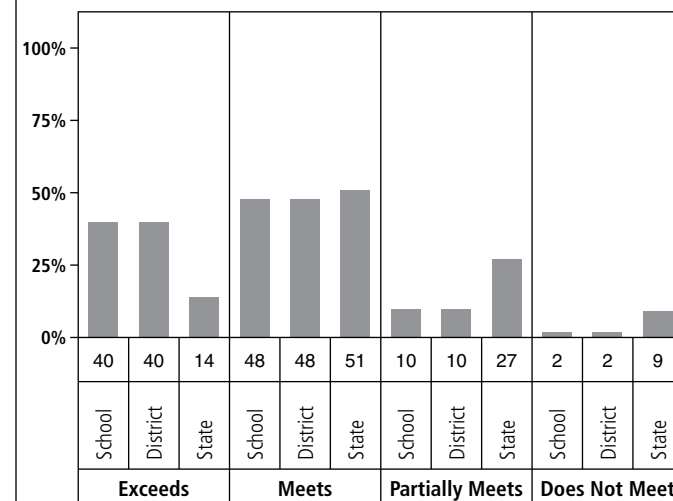
*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

MEA — SUMMARY OF STUDENT PARTICIPATION

Maine Educational Assessment

Date: March 2007
Grade: 3
District: Bar Harbor School Department
School: Conners-Emerson School

CONTENT AREA PARTICIPATION[2]

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						ELA–Reading						Mathematics					
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	52	100	52	100	14114	100	52	100	52	100	14000	99	52	100	52	100	14001	99
Ethnicity African American	1	2	1	2	374	3	1	100	1	100	367	98	1	100	1	100	370	99
American Indian/Native Alaskan	0	0	0	0	94	1	0	0	0	0	93	99	0	0	0	0	93	99
Asian/Pacific Islander	2	4	2	4	252	2	2	100	2	100	246	98	2	100	2	100	249	99
Hispanic	0	0	0	0	179	1	0	0	0	0	173	97	0	0	0	0	173	97
White	49	94	49	94	13196	93	49	100	49	100	13121	100	49	100	49	100	13116	99
Not Reported	0	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	7	13	7	13	2445	17	7	100	7	100	2425	99	7	100	7	100	2422	99
Current LEP	0	0	0	0	339	2	0	0	0	0	326	96	0	0	0	0	332	98
Economically disadvantaged	4	8	4	8	5495	39	4	100	4	100	5447	99	4	100	4	100	5448	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100

MODE OF PARTICIPATION[3]

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics					
	School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	46	88	46	88	11043	78	47	90	47	90	11094	79
Identified disability (PET/IEP)	2	4	2	4	602	5	3	6	3	6	627	6
LEP	0	0	0	0	162	1	0	0	0	0	169	2
504 plan	0	0	0	0	99	1	0	0	0	0	101	1
Participation with accommodations	6	12	6	12	2782	20	5	10	5	10	2747	19
Identified disability (PET/IEP)	5	83	5	83	1659	60	4	80	4	80	1639	60
LEP	0	0	0	0	156	6	0	0	0	0	162	6
504 plan	0	0	0	0	59	2	0	0	0	0	57	2
Other	1	17	1	17	936	34	1	20	1	20	915	33
Participation through alternate assessment (PAAP)	0	0	0	0	168	1	0	0	0	0	160	1
Identified disability (PET/IEP)	0	0	0	0	164	98	0	0	0	0	156	98
LEP	0	0	0	0	1	1	0	0	0	0	1	1
504 plan	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	7	0						
Approved non-participation – special consideration	0	0	0	0	10	0	0	0	0	0	11	0
Non-participation – other	0	0	0	0	104	1	0	0	0	0	102	1

1 Percents are the percentage of students enrolled in each participation category.
2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

MEA
Maine Educational Assessment

STUDENTS AT EACH ACHIEVEMENT LEVEL

ACHIEVEMENT LEVEL DEFINITIONS		School		District		State	
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in English language arts – reading.		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	4	9	4	9	352	3
	2006-2007	**3**	**6**	**3**	**6**	**332**	**2**
	Cum. Avg.	4	8	4	8	342	2
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	36	78	36	78	8641	62
	2006-2007	**44**	**85**	**44**	**85**	**8691**	**63**
	Cum. Avg.	40	80	40	80	8666	63
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	5	11	5	11	3671	27
	2006-2007	**5**	**10**	**5**	**10**	**3781**	**27**
	Cum. Avg.	5	10	5	10	3726	27
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	1	2	1	2	1163	8
	2006-2007	**0**	**0**	**0**	**0**	**1021**	**7**
	Cum. Avg.	1	2	1	2	1092	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	**46**	**100**	33.4	72.6	33.4	72.6	28.0	60.9
Literary Text	**28**	**61**	21.7	77.5	21.7	77.5	17.9	63.9
Informational Text	**18**	**39**	11.7	65.0	11.7	65.0	10.1	56.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine's *Learning Results*, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

ELA–READING RESULTS
(CONTINUED)

REPORTING CATEGORIES	School Tested N	School E N	School E %	School M N	School M %	School P N	School P %	School D N	School D %	School Mean Scaled Score	District Tested N	District E %	District M %	District P %	District D %	District Mean Scaled Score	State Tested N	State E %	State M %	State P %	State D %	State Mean Scaled Score
All Students	52	3	6	44	85	5	10	0	0	350	52	6	85	10	0	350	13825	2	63	27	7	345
Ethnicity																						
African American	1										1						360	1	40	34	25	338
American Indian/Native Alaskan	0										0						93	0	52	39	10	342
Asian/Pacific Islander	2										2						241	2	68	22	8	345
Hispanic	0										0						168	0	50	33	17	341
White	49	3	6	41	84	5	10	0	0	350	49	6	84	10	0	350	12963	3	64	27	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	4	57	3	43	0	0	344	7	0	57	43	0	344	2261	0	33	46	21	338
No	45	3	7	40	89	2	4	0	0	351	45	7	89	4	0	351	11564	3	69	24	5	346
Limited English proficient students																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	0										0						314	0	35	34	31	336
Economically disadvantaged																						
Yes	4										4						5360	1	50	36	13	342
No	48	3	6	41	85	4	8	0	0	351	48	6	85	8	0	351	8465	3	71	22	4	347
Migrant																						
Yes	0										0						4					
No	52	3	6	44	85	5	10	0	0	350	52	6	85	10	0	350	13821	2	63	27	7	345
Gender																						
Female	25	2	8	20	80	3	12	0	0	350	25	8	80	12	0	350	6861	3	67	24	6	346
Male	27	1	4	24	89	2	7	0	0	350	27	4	89	7	0	350	6964	1	59	31	9	344
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						2092	0	36	48	15	339
No	50	3	6	43	86	4	8	0	0	350	50	6	86	8	0	350	11733	3	68	24	6	346
Gifted/talented program																						
Yes	0										0						174	16	83	1	0	355
No	52	3	6	44	85	5	10	0	0	350	52	6	85	10	0	350	13651	2	63	28	7	345

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.   **N** = Number

ELA–READING RESULTS
(QUESTIONNAIRE ITEMS)

MEA — Maine Educational Assessment

Date: **March 2007**
Grade: **3**
District: **Bar Harbor School Department**
School: **Conners-Emerson School**

QUESTIONNAIRE ITEMS	School Students in Each Category %	School E N	School E %	School M N	School M %	School P N	School P %	School D N	School D %	School Mean Scaled Score	District Students in Each Category %	District E %	District M %	District P %	District D %	District Mean Scaled Score	State Students in Each Category %	State E %	State M %	State P %	State D %	State Mean Scaled Score
How much homework do you do on school nights?																						
A. none	2	1	100	0	0	0	0	0	0	364	2	100	0	0	0	364	5	1	41	40	18	340
B. less than one hour	92	2	4	40	85	5	11	0	0	350	92	4	85	11	0	350	80	3	66	26	6	346
C. one to two hours	6	0	0	3	100	0	0	0	0	351	6	0	100	0	0	351	12	2	60	29	9	344
D. more than two hours	0										0						3	0	30	41	29	336
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	16	1	13	7	88	0	0	0	0	354	16	13	88	0	0	354	27	4	63	26	8	346
B. They match some of what I have learned.	50	1	4	21	84	3	12	0	0	349	50	4	84	12	0	349	49	2	69	24	5	346
C. They match just a little of what I have learned.	22	0	0	9	82	2	18	0	0	349	22	0	82	18	0	349	16	1	57	33	9	343
D. There is no match.	12	1	17	5	83	0	0	0	0	353	12	17	83	0	0	353	8	0	45	39	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	54	2	7	23	82	3	11	0	0	350	54	7	82	11	0	350	42	4	67	22	7	346
B. good	42	0	0	20	91	2	9	0	0	350	42	0	91	9	0	350	46	2	63	29	7	345
C. fair	2	1	100	0	0	0	0	0	0	364	2	100	0	0	0	364	9	1	51	38	10	342
D. poor	2	0	0	1	100	0	0	0	0	346	2	0	100	0	0	346	2	0	30	48	22	337
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	16	0	0	6	75	2	25	0	0	346	16	0	75	25	0	346	22	1	50	36	13	342
B. about the same as my regular schoolwork	66	3	9	27	82	3	9	0	0	351	66	9	82	9	0	351	55	3	69	24	5	346
C. easier than my regular schoolwork	18	0	0	9	100	0	0	0	0	351	18	0	100	0	0	351	23	2	62	28	9	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	8	1	25	2	50	1	25	0	0	348	8	25	50	25	0	348	20	0	38	45	16	340
B. Most of the passages were about the same as what I normally read.	48	0	0	21	88	3	13	0	0	349	48	0	88	13	0	349	49	2	68	25	5	346
C. Most of the passages were easier than what I normally read.	44	2	9	19	86	1	5	0	0	353	44	9	86	5	0	353	32	4	70	20	5	347
How much time do you spend reading at home each day?																						
A. more than one hour	6	0	0	3	100	0	0	0	0	350	6	0	100	0	0	350	19	4	65	25	7	346
B. 20 minutes to an hour	94	3	6	40	83	5	10	0	0	350	94	6	83	10	0	350	47	3	68	24	5	346
C. less than 20 minutes	0										0						19	1	59	32	8	344
D. I rarely read at home.	0										0						15	1	51	35	14	342
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	6	0	0	3	100	0	0	0	0	346	6	0	100	0	0	346	26	2	57	32	10	343
B. six to ten pages	8	0	0	4	100	0	0	0	0	352	8	0	100	0	0	352	23	2	64	27	7	345
C. eleven or more pages	85	1	2	35	85	5	12	0	0	350	85	2	85	12	0	350	51	3	66	25	6	346
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Date: March 2007
Grade: 3
District: Bar Harbor School Department
School: Conners-Emerson School

STUDENTS AT EACH ACHIEVEMENT LEVEL

ACHIEVEMENT LEVEL DEFINITIONS		School		District		State	
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	10	22	10	22	1295	9
	2006-2007	**21**	**40**	**21**	**40**	**1985**	**14**
	Cum. Avg.	16	32	16	32	1640	12
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (scaled score 341–360)	2005-2006	25	54	25	54	6852	49
	2006-2007	**25**	**48**	**25**	**48**	**6990**	**51**
	Cum. Avg.	25	50	25	50	6921	50
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	11	24	11	24	4081	29
	2006-2007	**5**	**10**	**5**	**10**	**3673**	**27**
	Cum. Avg.	8	16	8	16	3877	28
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	0	0	0	0	1638	12
	2006-2007	**1**	**2**	**1**	**2**	**1193**	**9**
	Cum. Avg.	1	2	1	2	1416	10

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.3	68.7	10.3	68.7	7.7	51.3
Cluster 2: Shape and Size	14	29	11.8	84.3	11.8	84.3	10.5	75.0
Cluster 3: Mathematical Decision Making	5	10	3.8	76.0	3.8	76.0	3.3	66.0
Cluster 4: Patterns	14	29	11.1	79.3	11.1	79.3	9.8	70.0

Cluster 1: Numbers and Operations
  A. Numbers and Number Sense
  B. Computation
  I. Discrete Mathematics (grades 3 and 4 only)
Cluster 2: Shape and Size
  E. Geometry
  F. Measurement
Cluster 3: Mathematical Decision Making
  C. Data Analysis and Statistics
  D. Probability
Cluster 4: Patterns
  G. Patterns, Relations, and Functions
  H. Algebra Concepts
  K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

MATHEMATICS RESULTS
(CONTINUED)

REPORTING CATEGORIES	School Tested N	School E N	School E %	School M N	School M %	School P N	School P %	School D N	School D %	School Mean Scaled Score	District Tested N	District E %	District M %	District P %	District D %	District Mean Scaled Score	State Tested N	State E %	State M %	State P %	State D %	State Mean Scaled Score
All Students	52	21	40	25	48	5	10	1	2	357	52	40	48	10	2	357	13841	14	51	27	9	347
Ethnicity																						
African American	1										1						367	6	28	37	28	335
American Indian/Native Alaskan	0										0						93	4	42	40	14	340
Asian/Pacific Islander	2										2						247	16	51	22	11	347
Hispanic	0										0						168	7	42	32	20	339
White	49	20	41	23	47	5	10	1	2	357	49	41	47	10	2	357	12966	15	51	26	8	347
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	3	43	4	57	0	0	343	7	0	43	57	0	343	2266	6	34	39	21	338
No	45	21	47	22	49	1	2	1	2	360	45	47	49	2	2	360	11575	16	54	24	6	349
Limited English proficient students																						
Current LEP in first year	0										0						10	0	30	30	40	326
Current LEP beyond first year	0										0						321	4	28	34	34	333
Economically disadvantaged																						
Yes	4										4						5371	7	44	34	14	342
No	48	21	44	22	46	4	8	1	2	358	48	44	46	8	2	358	8470	19	54	22	5	350
Migrant																						
Yes	0										0						4					
No	52	21	40	25	48	5	10	1	2	357	52	40	48	10	2	357	13837	14	51	27	9	347
Gender																						
Female	25	9	36	12	48	3	12	1	4	354	25	36	48	12	4	354	6865	14	50	27	9	347
Male	27	12	44	13	48	2	7	0	0	360	27	44	48	7	0	360	6976	14	51	26	9	347
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						2098	3	37	43	17	338
No	50	21	42	24	48	4	8	1	2	358	50	42	48	8	2	358	11743	16	53	24	7	348
Gifted/talented program																						
Yes	0										0						174	63	34	3	0	366
No	52	21	40	25	48	5	10	1	2	357	52	40	48	10	2	357	13667	14	51	27	9	347

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.   **N** = Number

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

MEA — Maine Educational Assessment

Date: **March 2007**
Grade: **3**
District: **Bar Harbor School Department**
School: **Conners-Emerson School**

QUESTIONNAIRE ITEMS	School — Students in Each Category %	School E N	School E %	School M N	School M %	School P N	School P %	School D N	School D %	School Mean Scaled Score	District — Students in Each Category %	District E %	District M %	District P %	District D %	District Mean Scaled Score	State — Students in Each Category %	State E %	State M %	State P %	State D %	State Mean Scaled Score
How much homework do you do on school nights?																						
A. none	2	1	100	0	0	0	0	0	0	364	2	100	0	0	0	364	5	7	38	34	21	339
B. less than one hour	92	19	40	23	49	4	9	1	2	358	92	40	49	9	2	358	80	16	52	26	6	348
C. one to two hours	6	1	33	1	33	1	33	0	0	347	6	33	33	33	0	347	12	12	50	28	10	346
D. more than two hours	0										0						3	3	26	34	37	332
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	45	11	48	10	43	2	9	0	0	359	45	48	43	9	0	359	37	20	52	22	6	350
B. They match some of what I have learned.	45	8	35	12	52	2	9	1	4	357	45	35	52	9	4	357	44	13	54	26	7	347
C. They match just a little of what I have learned.	10	1	20	3	60	1	20	0	0	352	10	20	60	20	0	352	13	8	45	34	13	342
D. There is no match.	0										0						6	5	30	40	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	24	7	58	3	25	2	17	0	0	361	24	58	25	17	0	361	40	21	50	21	8	349
B. good	61	8	27	18	60	3	10	1	3	353	61	27	60	10	3	353	46	12	53	28	7	347
C. fair	14	4	57	3	43	0	0	0	0	366	14	57	43	0	0	366	12	6	46	36	11	342
D. poor	0										0						2	3	31	40	26	336
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	23	1	8	8	67	3	25	0	0	346	23	8	67	25	0	346	15	5	38	38	19	339
B. about the same as my regular schoolwork	60	16	52	14	45	0	0	1	3	362	60	52	45	0	3	362	56	15	54	25	6	348
C. easier than my regular schoolwork	17	4	44	3	33	2	22	0	0	356	17	44	33	22	0	356	29	18	51	23	7	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	35	7	39	8	44	3	17	0	0	357	35	39	44	17	0	357	32	11	47	32	11	344
B. two or three days a week	45	10	43	11	48	1	4	1	4	357	45	43	48	4	4	357	32	17	53	24	6	349
C. two or three times each month	16	4	50	3	38	1	13	0	0	363	16	50	38	13	0	363	27	18	54	22	6	350
D. never	4	0	0	2	100	0	0	0	0	351	4	0	100	0	0	351	9	9	44	32	14	343
How often do you use calculators in mathematics class?																						
A. almost every day	8	1	25	3	75	0	0	0	0	363	8	25	75	0	0	363	7	4	33	43	20	337
B. two or three days a week	45	8	35	11	48	4	17	0	0	355	45	35	48	17	0	355	20	11	51	29	9	346
C. two or three times each month	35	9	50	7	39	1	6	1	6	357	35	50	39	6	6	357	46	19	54	21	5	350
D. never	12	2	33	4	67	0	0	0	0	360	12	33	67	0	0	360	27	11	49	29	11	345
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	2	1	100	0	0	0	0	0	0	370	2	100	0	0	0	370	15	7	41	38	14	341
B. 30–45 minutes	19	4	40	6	60	0	0	0	0	361	19	40	60	0	0	361	31	13	53	27	7	347
C. 45–60 minutes	75	15	38	18	46	5	13	1	3	356	75	38	46	13	3	356	32	18	53	22	6	349
D. more than 60 minutes	4	1	50	1	50	0	0	0	0	358	4	50	50	0	0	358	22	17	50	24	9	348
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards

N = Number